

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

SW 503 – FOUNDATIONS OF SOCIAL WORK PRACTICE II

Course Outline
Fall 2003

M. Neil Anderson, MSSW, LCSW
Phone: 901-324-3637, ext. 1302
E-mail: neilanderson@usa.net

Required **Readings: Electronic Reserves at UTK Library: www.lib.utk.edu

Continued Texts from SW 501 Foundations of Practice I:

Hepworth, Rooney and Larsen. Direct Social Work Practice.
Lowenberg & Dolgoff. Ethical Decisions for Social Work Practice.

Course Grade Point Distribution

95-100 = A
89-94 = B+
83-88 = B
77-82 = C+
71-76 = C
70 & below = F

Point Assignment Distribution

Assign. #1	20
Assign. #2	25
Assign. #3	15
Assign. #4	20
Participation	10
Reading responses	<u>10</u>
	100 points

Evaluation Policies and Grading Criteria for ALL course work:

1. Written work must be completed and submitted on time; permission to submit a paper later than its official due date must be obtained from the instructor PRIOR to one (1) hour before the assignment is due; papers submitted late without prior permission will not be accepted.
2. Assignments must follow the format given in the assignment description/outline.
3. Assignments must demonstrate the ability to integrate theories, concepts and practice approaches/interventions as requested in the description(s) of assignment(s).
4. All written assignments must be identified by **Social Security Numbers ONLY—NO NAMES.**
5. Spelling errors, syntactical errors or verb tense errors in written out-of-class assignments: ONE (1) point will be deducted for each. (Exception: reading responses)
6. Attendance and participation evidencing preparedness for class discussions & activities is expected.

WEEKLY READING RESPONSES:

In your readings, pick a particular article, chapter or passage that has some significance to you personally or professionally and write a short summary (1-2 paragraphs) of what appealed to you

about the reading. Each weekly assignment will be worth one point toward your total grade. You will be required to turn in 10 total reading responses (one per class meeting). Since we have 14 classes, special consideration will be given for those students who turn in more than 10 responses and need a few extra points for the next letter grade. They will be graded on level of understanding of the concepts, integration of theory to practice, and originality. They should be turned in at the beginning of each class session, and are not accepted outside of class.

COURSE SESSION SCHEDULE & ASSIGNED READINGS

Social Work with Families

Session 1 & 2 & 3 Aug. 26th, Sept. 2nd, & 9th

Topics: Overview of course: Learning expectations
Family-centered social work practice from a generalist perspective
Ethical dilemmas in work with families

Readings:

**Abramson, M. (1996). Reflections on knowing oneself ethically: Toward a working framework for social work practice. Families in Society: The Journal of Contemporary Social Work, 77(4), 195-202.

**Gelman, S., Pollack, D., & Weiner, M. (1999). Confidentiality of social work records in the computer age. Social Work, 44(3), 243-252.

**Hartman, A., & Laird, J. (1983). Assessment in time: The intergenerational assessment. In Family-centered Social Work Practice, A. Hartman & J. Laird (pp.211-230). New York: The Free Press.

**Hartman, A., & Laird, J. (1998). Moral and ethical issues in working with lesbians and gay men. Families in Society: The Journal of Contemporary Social Work, 79(3): 263-276.

**McPhatter, A. (1991). Assessment revisited: A comprehensive approach to understanding family dynamics. Families in Society: The Journal of Contemporary Social Work, 72(1), 11-22.

**Milstein, K. (2000). Confidentiality in direct social work practice: Inevitable challenges and ethical dilemmas. Families in Society: The Journal of Contemporary Social Work, 81(3), 270-282.

**Reamer, F. (1997). Managing ethics under managed care. Families in Society: The Journal of Contemporary Social Work, 78(1), 96-101.

Resources (included in this outline):

Characteristics of Systems
Concepts of Family-centered Social Work Practice
Emotional Tasks of Family Development
Family Lifespan Development
Ethical Dilemmas in Family-Centered Practice

Video: Going Home

Session 4 Sept. 16th

Topic: Assessing the family system and its ecological context

Assignment #1 DUE by noon Friday, Sept. 19th

Readings:

**DeJong, P., & Miller, S. (1995). How to interview for client strengths. Social Work, 40(6), 729-736.

**Devore, W., & Schlesinger, G. (1999). Ethnic-sensitive practice with families. In Ethnic Sensitive Social Work Practice, W. Devore & G. Schlesinger (pp. 243-260). Boston, MA: Allyn & Bacon.

**Early, T., & GlenMaye, L. (2000). Valuing families: Social work practice from a strengths perspective. Social Work, 45(2), 118-130.

**Laird, J. (1996). Family-centered practice with lesbian and gay families. Families in Society: The Journal of Contemporary Social Work, 77(9), 559-572.

**Gant, L., & Gutierrez, L. (1996). Effects of culturally sophisticated agencies on Latino Social Workers. Social Work, 41(6), 624-631.

**Hartman, A., & Laird, J. (1983). The family in space: Ecological assessment. In Family-centered Social Work Practice, A. Hartman & J. Laird (pp.157-186). New York: The Free Press.

**Keigher. (1997). America's most cruel xenophobia. Health and Social Work, 22(3), 232-237.

**Morrow, D. (2000). Coming out to families: Guidelines for intervention with gay and lesbian clients. Journal of Family Social Work, 5(2), 53-66.

**Swigonski, M.E. (1996). Challenging privilege through Africentric social work practice. Social Work, 41, 153-161.

**Weaver. (1999). Indigenous people and the social work profession: Defining culturally competent services. Social Work, 44(3), 217-225.

Handouts: Transgenerational family mapping

Activity: The worker's family of origin and the use of self

Video: Love and Work: One Woman's Study of her Family of Origin

Session 5 & 6 & 7 Sept. 23rd, 30th, & Oct. 7th

Topic: Transgenerational family assessment
Cultural assessment of families
Intervening with families

Readings:

**Al-Krenawi, A., & Graham, J. (2000). Culturally sensitive social work practice with Arab clients in mental health settings. Health and Social Work, 25(1), 9-22.

**Alter, C., & Egan, M. (1997). Logic modeling: A tool for teaching critical thinking in social work practice. Journal of Social Work Education, 33(1), 85-102.

**Cnaan, R., & Bodie, S. Charitable choice and faith-based welfare: A call for social work. Social Work, 47(3), 224-235.

**Congress, E. (1994). The use of culturagrams to assess and empower culturally diverse families. Families in Society: The Journal of Contemporary Social Work, 75(9), 531-540.

**Dosser, D., Smith, A., Markowski, E., & Cain, H. (2001). Including families' spiritual beliefs and their faith communities in systems of care. Journal of Family Social Work, 5(3), 63-78.

**Hall, R. (2002). Biracial sensitive practice: Expanding social services to an invisible population. Journal of Human Behavior, 5(2), 29-44.

**Hartman, A., & Laird, J. (1983). The family unit as a resource and target of change. In Family-centered Social Work Practice, A. Hartman & J. Laird (pp.305-325). New York: The Free Press.

**Kellar, J., & McDade, K. (1997). Cultural diversity and help-seeking behavior: Sources of help and obstacles to support for parents. Journal of Multicultural Social Work, 5(1/2), 63-78.

**Mayo, Y. (1997). Machismo, fatherhood and the Latino family: Understanding the concept. Journal of Multicultural Social Work, 5, 49-61.

**Pellebon, D., & Anderson, S. (1999). Understanding the life issues of spiritually-based clients. Families in Society: The Journal of Contemporary Social Work, 80(3), 229-238.

**Voss, R., Douville, V., Solder, A., & Twiss, G. (1999). Tribal and Shamanic-based social work practice: A Lakota perspective. Social Work, 44(3), 228-241.

Handouts: Logic Modeling: Assessment and Goal Statements
Activity: Dorothy Miller: 3 perspectives, 3 assessments, and 3 results (included in this outline)
Part 1: Assignment #2: Application of theory/concept to interventions

Sessions 8 & 9 **Oct. 14th & 21st**
Topics: Empowerment practice & the Strengths Perspective
Ethical conflicts: Client vs. agency/managed care needs (included in this outline)

Assignment #2 DUE by noon Friday, October 24th

Readings:
**Baines, D. (1998). Feminist social work in the inner city: The challenges of race, class, and gender. Affilia, 12(3), 297-317.

**Carter, C. (1997). Using African-centered principles in family-preservation services. Families in Society: The Journal of Contemporary Social Work, 78(5), 531-538.

**Castex, G. (1994). Providing services to Hispanic/Latino populations: Profiles in diversity. Social Work, 39(3), 288-296.

**Congress, E.P. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. Advances in Social Work, 1(1), 1-27.

**Davidson, J., & Davidson, T. (1996). Confidentiality and managed care: Ethical and legal concerns. Health and Social Work, 21(3), 208-215.

**Furstenberg, A., & Rounds, K. (1995). Self-efficacy as a target for social work intervention. Families in Society: The Journal of Contemporary Social Work, 76(10), 587-595.

**Reamer, F. (1997). Managing ethics under managed care. Families in Society: The Journal of Contemporary Social Work, 78(1), 96-101.

**Ronneau, J., & Poertner, J. (1993). Identification and use of strengths: A family system approach. Children Today, 22(2), 20-23.

Activity: Logic Modeling: Objectives and methods
Family and ecological mapping combined as an assessment tool
Video: Practice with Black Families: Nancy Boyd-Franklin (Parts 1 & 2)

Social Work with Groups

Sessions 10 & 11 Oct. 28th & Nov. 4th

Topic: Group work: Supportive, psycho-educational and task-centered groups

Assignment #3 DUE by noon Friday, November 7th

Readings:

Hepworth, Rooney, & Larsen: Chapter 17, Intervention in Social Work Groups

Dolgoff & Lowenstein: Chapter 18, The Professional Relationship: Limits, dilemmas & problems

**Gambrill, E. (1997). Working with groups and families. In Social Work Practice: A Critical Thinker's Guide, E. Gambrill (pp. 517-590). New York: Oxford University Press.

**Lee, M.Y., Greene, G., & Rhenscheld, J. (1999). A model of short-term solution-focused group treatment of male domestic violence offenders. Journal of Family Social Work, 3(2), 39-57.

**McKay, M., Gonzales, J., Stone, S., Ryland, D., & Kohner, K. (1994). Multiple family therapy groups: A responsive intervention model for inner city families. Social Work with Groups, 18(4), 41-56.

Handouts: Field agency/system assessment form [preparatory to Assign. #4]

Resources: Characteristics/dynamics of group work [included in this outline]

Activity: Planning agency-based group work

Care Coordination & Evaluating Practice

Sessions 12 & 13 Nov. 11th & 18th

Topics: The context and practice of care coordination
Intra-agency and inter-agency teams in care coordination
Evaluation of practice effectiveness
**Preparatory form for Assignment #4 in class activity Nov. 18th

Readings:
Dolgoff & Lowenstein: Chapter 11, Changing world/Changing problems

**Hall, S. (1996). The community-centered board model of managed care for people with developmental disabilities. *Health and Social Work*, 21(3), 225-229.

**Indyk, et. al (1993). A community-based approach to HIV case management: Systematizing the unmanageable. *Social Work*, 38(4), 380-387.

**Martin, L., Peters, C., & Glisson, C. (1998). Factors affecting case management recommendations for children entering state custody. *Social Service Review*, 72(4), 521-544.

**Naleppa, M.J., & Reid, W. (1998). Task-centered case management for the elderly: Developing a practice model. *Research on Social Work Practice*, 8(1), 63-85.

**Purcell, D.W., DeGroff, A.S., & Wolitski, R.J. (1998). HIV prevention case management: Current practice and future directions. *Health and Social Work*, 23(4), 282-289.

**Seltzer, M., Litchfield, L., Kapust, L., & Mayer, J. (1992). Professional and family collaboration in case management: A hospital-based replication of a community-based study. *Social Work in Health Care*, 17(1), 1-22.

Resources: CC Continuum: Focus & Social Work Roles [included in this outline]
Case Study: Carolyn Sniff Legal Brief [included in this outline]

Activity: The MAT: School-based care coordination for SED children
The Patch: The neighborhood approach to CC w/high-risk families
Logic Modeling: Outcomes and Practice Evaluation

Session 14 **Nov. 25th**
Activity: In-class Assignment #4
Course evaluations